**Write to Learn**

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“Students learn from output.” (Elbow, 2004) I agree with this statement; however, per our class discussion I would add an additional component. Students make meaning of/show their understandings of input through output. As students absorb information from texts, teachers and peers, they need to make sense of it. To say that reading and listening (input) is less important isn’t accurate, as students require this input information to demonstrate their understandings through discussions or writing (output). Input is necessary in order for students to develop new understandings.

Output can also be used to assess student’s prior knowledge/misconceptions through quick-writes. Then through the use of input, students gain new understandings about information/topics that they can share through an output modality. Students might even be able to correct their misconceptions they previously had through the processing of input to create output.

Input and output need to be dependent on one another and not seen as more important. They should be used through an equal balance for students to share their understandings and teachers to assess the level at which their understandings are at.